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## EDUCATIONAL TESTS FOR USE IN ELEMENTARY SCHOOLS, SECOND REVISION

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## EDUCATIONAL TESTS FOR USE IN ELEMENTARY SCHOOLS, SECOND REVISION

The present status of standardized educational tests.<sup>1</sup> For the first few years following the beginning of the standardized test movement a couple of decades ago, the use of such tests was urged with great enthusiasm and eloquence by many of those who spoke at educational gatherings and contributed to educational literature. It was often implied and sometimes very definitely stated that such tests should entirely replace examinations constructed by classroom teachers. Recently, however, the critical attitude toward standardized tests formerly expressed by only a few of the workers in this field has come to be much more general. Those who construct, employ, and otherwise deal with tests are recognizing their defects and limitations as well as their advantages. Indeed, so much adverse criticism has been offered by some persons who are well qualified to speak that many teachers and others interested have become doubtful as to what degree of merit such tests really possess. There is no doubt that standardized educational tests when properly used are valuable instruments in the hands of teachers, supervisors, and administrators. It should be remembered, however, that, as is true of many other instruments of value, they are imperfect and must be employed with due regard to their imperfections and limitations. When using them one should bear in mind that in general they yield more accurate measures of intelligence, achievement, and so forth than can be secured through other practicable means of testing, but that the scores secured are rarely perfectly accurate and not infrequently contain errors of considerable magnitude. Furthermore, one should keep in mind the fact that just as is true in the case of textbooks and practically all other materials used in instruction, the merit of various standardized or so-called standardized tests varies greatly. Hence, it is not sufficient to have a critical attitude toward standardized tests in general,

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<sup>1</sup>A standardized test is one which has been given to a large enough number of individuals that satisfactory norms are available. In speaking of a standardized or standard test, however, one commonly thinks of one which not only has satisfactory norms, but which was constructed with a considerable degree of care and which contains exercises calling for pupil responses in such forms that there can be little difference of opinion about their correctness.



but one should have this attitude toward the individual standardized tests which he is considering using. Moreover, in a complete testing program the use of standardized tests is only one of several parts. It should generally consist of standardized tests, ordinary discussion or essay examinations,<sup>1</sup> and so-called "new examinations."<sup>2</sup>

From a beginning only about twenty years ago and very slow growth during most of the first half of that period, the number of standardized tests available for use in education has increased until now the situation is approaching a condition similar to that which exists in the case of school textbooks. That is to say, so many tests have appeared and so many more are appearing that it is practically impossible for any one person to be familiar with all of them, or even with all of those in each of several school subjects. At the present time the writer has listed almost a thousand different standardized or near-standardized tests and scales<sup>3</sup> in the school subjects and other fields closely connected with education. In many cases what is listed as one test or scale is really not merely one but a series of two or more, in a few cases the number ranging even as high as from 40 to 100. Moreover, in many cases there are from two to four or occasionally even more duplicate forms of each test. The total number of educational measuring instruments, therefore, counting all parts and forms, runs well into the thousands. In arithmetic alone there are about 70 different tests or series of tests, in history, language, and reading about 50 or 60 each, and so on down to a few of the less commonly taught subjects which possess only one or a very few each. Of intelligence tests there are well over a hundred. In most of the subjects in which there are large numbers of tests it is no longer true as it was formerly that some one or a few tests possess outstanding merit, but rather there are frequently a half dozen or more among which it is difficult to base a preference upon satisfactory reasons. Although this condition makes it difficult to select the tests to be

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<sup>1</sup>A discussion or essay examination is one of the type commonly employed which requires a considerable amount of writing on the part of the pupil and in which pupils are asked to discuss, explain, describe, summarize, and so forth.

<sup>2</sup>The so-called "new examination" or "new-type examination" includes a number of forms of exercises such as the true-false, matching, completion, multiple-answer, and so forth, which call for very brief pupil responses concerning the correctness of which there is little room for difference of opinion.

<sup>3</sup>A scale as distinguished from a test is a measuring instrument composed of items or exercises of increasing difficulty or merit. The term is especially used in connection with such subjects as handwriting, English composition, and drawing, in which the measuring instrument generally consists of a series of specimens, arranged in increasing order of merit, with which a pupil's performance is compared.

included in a list such as that which follows, it renders it still harder for the classroom teacher to make a choice and, therefore, suggests the value of a recommended list.

**The purposes for which standardized tests should be employed.**

It is impossible except by chance to make an intelligent selection of an educational test unless the purpose for which the results are to be used is clearly in mind. Tests differ in the functions which they serve, and unless one having the proper function is selected, the time and money invested in testing will fail to yield adequate returns. Although it probably does not happen nearly so often now as it did ten years ago, it is still too frequently the case that after tests are given and scored all that is done with the results is to file them away where they will be available for reference, or perhaps in addition, to announce them to the teachers, the pupils, or even to the public. Such use of tests may be of some value, but on the whole cannot be justified.

The important purposes to be realized by using standardized educational tests may be grouped under five headings as follows:

1. Diagnosing pupils in order to provide remedial instruction.
2. Promoting and classifying pupils.
3. Evaluating school efficiency.
4. Educational research.
5. Educational and vocational guidance.

These are arranged roughly in their order of importance in the elementary school. In high school, the last purpose named, that of guidance, should rank higher.

**Planning a testing program.** The selection and use of a standardized educational test is not an isolated detail of school procedure, but one which should be considered in relation to other instructional, supervisory, and administrative activities. In other words, a teacher, supervisor, or administrator planning to make use of standardized tests should map out the general testing program to be followed for a semester or year just as he plans his general program of other work. This requires not merely the formulation of the purposes of testing and the selection of tests according to the criteria given later as well as in agreement with these purposes, but also the consideration of other factors. The previous acquaintance and experience of the teacher with standardized tests, the former practices of the school system with regard to their use, the subjects which have been most emphasized or those in which instruction appears to be least efficient, and other such facts



should frequently play an important part in deciding just what tests will be used and when they will be given. If teachers are unfamiliar with standardized tests, a beginning should usually be made with tests which are relatively easy to give and score and the resulting values of which will be easily apparent. Furthermore, in such a situation it is rarely wise to give very many tests within a short period of time. If innovations in teaching methods are being tried out in certain subjects this may be a good reason why testing should be somewhat concentrated in those subjects. Unless such special reasons exist, tests of general intelligence and silent reading ability will usually yield the most helpful information concerning pupils, with those in arithmetic, language, spelling, and handwriting coming next.

The frequency with which tests should be given depends both upon the functions they are to serve and the previous practice of the school with regard to using tests, in addition to the amount of money available for the purpose. If reliable intelligence tests are used, it is rarely necessary to test the same pupils more than once within a period of two or three years. In the school subjects most legitimate purposes can probably be rather well attained by using standardized tests once a semester. The errors in test scores are usually great enough that if tests are given at intervals of a month or six weeks the increase from time to time is too small to be measured reliably. This is practically always true of individual scores and often even so of class averages. However, no rules possessing universal application can be laid down. If the results of tests given near the first of the year reveal that the pupils are well above the standards which they are expected to attain it will likely be unnecessary to test them again during the same year, whereas if they are decidedly below such standards rather frequent tests for diagnosis, and also for determining the efficiency of the remedial methods used, may be highly desirable. On the whole it is true in testing as in most other activities that it is better to concentrate for a period of time, perhaps one year, perhaps longer, on a few subjects and then for another period on another group of subjects, and so on, than to attempt to emphasize all at once with the probable result that too little attention is given to any one to yield satisfactory results.

**Criteria for selecting tests.** In addition to having a well-defined purpose there are certain other criteria which should guide one in selecting a standardized test. The scope of this circular does not permit their complete enumeration and discussion, but the following summary



mentions the chief points to be observed. One should if possible not merely try to rate tests on these points by studying the tests themselves, but also by consulting critical studies of the tests and utilizing the data which are available, especially those which indicate how reliable<sup>1</sup> and valid<sup>2</sup> the tests are. In addition to utilizing whatever information may be obtained from critical studies, there are a few relatively simple criteria which should always be applied.

1. The test should be reasonably simple to give and should not require a large amount of time for scoring. The scoring also should be highly objective.<sup>3</sup> This criterion is particularly important when educational tests are being introduced into a school system.

2. No test should be selected for use unless it is accompanied by detailed directions for its giving and scoring.

3. When a second application of the test is desired the use of a duplicate form is recommended. Frequently such forms have been found to be lacking in equivalence and for this reason it is important that the degree of their equivalence be known.

4. Usually a test should not be chosen unless satisfactory norms are available. Occasionally the use of a test which is in process of standardization is justified. However, for the most part it is wise to limit the selection to those tests for which satisfactory norms have been determined.

5. The cost of the test materials deserves consideration, but in estimating it one should always take into account the amount and significance of the information yielded by the test. We now have available batteries of educational tests which yield measures of achievement in several different fields. Although the expense per pupil for such a battery of tests may seem large, it may prove much less, when considered with reference to the information yielded, than that for other tests having a smaller cost per pupil.

**The present interest in examinations, especially those of the objective type.** In connection with this brief discussion of standardized tests and their place in a complete testing program, it seems appropri-

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<sup>1</sup>A test is reliable when it measures whatever it does measure accurately, or in other words if the same results are secured when it is given two or more times to the same pupils.

<sup>2</sup>A test is valid when it measures the ability or characteristic which it is supposed to measure.

<sup>3</sup>A test or score is objective if it is not influenced by the personal opinion or judgment of the person doing the scoring, that is, if all competent scorers agree.

ate to call attention to the great amount of interest recently manifested in the improvement of examinations, especially in the construction of the new or objective type. Hundreds of magazine articles and educational addresses have dealt with the topic. Emphasis has been placed upon it in many courses given prospective and experienced teachers, and in many other ways interest has been aroused and information disseminated.

**The comparative advantages and disadvantages of standardized tests and examinations constructed by classroom teachers.** It has been stated that both standardized tests and the two varieties of examinations constructed by teachers have their place in a complete testing program. It seems desirable, also, to mention briefly the mutual advantages and disadvantages of the two kinds of measuring instruments and to show that each performs certain functions of measurement more satisfactorily than does the other. The additional comment should probably be made that some of the advantages of standardized tests over teacher-made examinations can be greatly reduced if not entirely eliminated by applying certain of the principles followed in the construction and use of the former to the latter.

One of the most important advantages possessed by standardized tests is that norms are available for them so that the achievement of a group of pupils can be compared with that of other pupils of the same age, in the same grade, or in some other homogeneous group. This renders it much easier to rate the efficiency of a school system or of a teacher, but sometimes has a tendency to lead to the undesirable acceptance of general standards of achievement as appropriate goals for a particular group of pupils, when because of differences in pupil ability or other conditions such standards are inappropriate. A second advantage of standardized tests is that they are usually constructed by persons who are relatively expert in making them and that much more care is devoted to determining their content and form. Furthermore, largely because of the fact just stated, they are generally more objective, reliable, and valid. Their objectivity and reliability, however, is not as much greater than that of well constructed, prepared, and scored discussion examinations as has often been supposed and no greater than that of new-type or objective tests. On the other hand, standardized tests are not usually well adapted to local courses of study and the instruction of individual teachers, and therefore are less valid as measures of certain portions of what has been taught than are ordinary ex-

aminations. In many cases, duplicate forms of standardized tests do not exist and the content covered is such that it is undesirable to repeat the same form; therefore progress cannot be satisfactorily measured. One of the chief advantages claimed for standardized tests is that their use saves much of the teacher's time. Undoubtedly this is true, though it requires no more time to score new-type tests than those which have been standardized. On the other hand, the careful, thoughtful preparation of a set of examination questions by a teacher leads to an evaluation of what she has been attempting to do in the classroom that is fully worth all the time it takes. A final disadvantage of standardized tests is that if sudden exigencies arise they cannot be secured soon enough for use. Their cost is another reason for not using them on every occasion. It usually ranges from one to five or six cents per pupil.

**The actual administration of standardized tests.** To carry out a successful and profitable testing program it is not only necessary that the tests employed be selected in view of the desired results and of the criteria named above, but also that they be properly given, scored, and the results correctly interpreted. In connection with the giving and scoring of tests the one point which needs emphasis above all others is that those giving them should follow in all points the directions accompanying the tests. Such directions can frequently be improved upon, but it is not the place of the teacher to do so since this will prevent the results obtained from being strictly comparable with those secured by others who have employed the same test. The directions accompanying some tests are not complete. If these are to be used, those who are to give and score them should examine enough other similar tests or treatises on tests to find what is the accepted procedure in each of the points in question and then follow this procedure.

In connection with the interpretation of test scores it is difficult to summarize in a few words just what should be done. One should be careful to consider all causes which may have produced errors in the scores and all data relevant to the pupils' achievements. For example, in arriving at the significance of the scores earned by a seventh-grade class on a history test it is helpful to have information concerning the general intelligence level and the reading ability of the class, to know how long history has been studied, if the test was given under normal conditions, or if some disturbing element affected the pupils' work upon it, and so on, as well as to know what other pupils of the same grade, age, and mental ability score on the same test.



**A short list of references on testing.** In connection with the brief discussion of tests and the list given below it seems in place to mention a few of the most useful sources to which one may refer.

The Bureau of Cooperative Research of Indiana University has published a "Bibliography of Educational Measurements" which attempts to list all standardized tests and to give for each, more or less, the same information as is given about the tests mentioned in this circular. The first revision of this list appeared in 1925 and a second revision is due in 1927.

"The Bibliography of Educational and Psychological Tests and Measurements" issued as Bulletin No. 55, 1923, of the United States Bureau of Education contains a practically complete list of the references on standardized tests up to the time of its publication. These are so classified as to make the bibliography easily usable. So much has been done in this field within the past few years, however, that a bibliography only four or five years old is largely out of date.

Undoubtedly the best rather elementary book devoted to educational tests and measurements is the revised edition of Monroe, DeVoss, and Kelly's "Educational Tests and Measurements," published by Houghton Mifflin Company. In addition to the chapters discussing testing programs, the construction of tests, the meaning of scores, the uses of tests, and the improvement of examinations, this contains descriptions and criticisms of a fairly large number of elementary-school and a smaller number of high-school tests, with suggestions as to what to do with the results. Its chief limitation is the same as that mentioned for the United States Bureau Bibliography, that any publication in this field soon becomes largely out of date. This is, however, somewhat less true in the elementary than in the high-school field.

Trabue's "Measuring Results in Education," published by the American Book Company, provides a good elementary introduction to the use of tests and also to statistical methods in education. It does not describe nearly as many tests as Monroe, DeVoss, and Kelly, and is not as critical in its discussion of them, but gives one a rather good idea of the significance and possibilities of the testing movement.

Van Wagenen's "Educational Diagnosis and Measurement of School Achievement," published by the Macmillan Company only about a year ago, is a totally different type of book. It does not devote much attention to general principles or to the description and use of a large number of particular tests, but rather in considerable detail presents

certain phases of the technique of employing test results in practical school procedures. It is tedious reading and in some places requires very close attention to tables and figures, but nevertheless serves to acquaint the careful reader with many of the commonly accepted remedial and follow-up procedures.

Monroe's "Introduction to the Theory of Educational Measurement," published by Houghton Mifflin in 1923, is a more advanced treatment than any of those mentioned above. It discusses the nature of educational measurements, the construction, evaluation, and use of tests, and related topics in critical fashion, providing the best and the only rather complete advanced treatment of the subject. The writer would not recommend that the ordinary beginner in the field read this book until after a more elementary one, such as Monroe, DeVoss, and Kelly, or Trabue, has been mastered.

Another relatively advanced text is McCall's "How to Measure in Education," published by the Macmillan Company some five years ago. Part I, which deals with the use of measurements, is of most practical value, whereas, Part II, dealing with the construction and standardization of tests, is of more interest to the expert or specialist in this field. This book does not cover the subject in as well-rounded a way as the one last mentioned.

In addition to these a number of other books dealing with the general topic have appeared within the last few years. While several of them have distinctive merits they are not, in the opinion of the writer, as helpful nor as well-balanced as those briefly described above. Much material on tests may also be found in the publications, especially the doctor's dissertations, of the Bureau of Publications of Teachers College, Columbia University. These contain many critical studies of tests as well as accounts of their use. In addition to the sources already referred to hundreds and even thousands of bulletins, circulars, pamphlets, and magazine articles along this line have appeared, many of which contain very helpful material in connection with the critical evaluation of tests, the interpretation and use of results, follow-up programs, and other related topics. Most of the books on this subject contain references to fairly large numbers of these articles. Among the periodicals in which many of them have appeared may be named the *Journal of Educational Research*, the *Journal of Educational Psychology*, *Educational Administration and Supervision*, *School and Society*, the *School Review*, the *Elementary School Journal*, and the *Teachers College Record*. Anyone

who has access to a library which is fairly well stocked with recent educational publications should have little trouble in finding a large amount of literature dealing with this general subject.

**Scope of the following list.** It has been the writer's intention to include in the following list only tests which are available for general use, and which possess enough merit to warrant their utilization. Tests which he considers distinctly unsatisfactory are omitted. In view of the large number of tests now published, it is practically impossible for anyone to make such a careful study of them that he can fully justify the inclusion or exclusion of each in connection with such a list as that given below. This is especially true of relatively new tests which must be judged chiefly by their form and appearance and not by the actual results of their use. It is very probable that tests have been omitted which possess greater merit than some included in the list and likewise that some have been included which should not be recommended.

The tests named are also limited to those in school subjects and in general intelligence. Many tests and scales, such as those for measuring school buildings, determining vocational aptitudes, rating character and personality, and so forth have a distinct value in educational work, but have not been included. None of those primarily intended to be used as practice or drill material, even though they are essentially tests, have been included in the main list, although a few are mentioned in a supplementary one. No tests have been included in certain subjects, such as foreign language and general science, which are sometimes taught in the upper elementary grades, but are usually thought of as high-school subjects. Anyone interested therein should consult the companion circular to this, entitled "Educational Tests for Use in High Schools, Second Revision." Tests sometimes used at or near the completion of the eighth grade for determining probable success in high school work are likewise listed in the circular just mentioned rather than in this one.

In listing each test the exact title has been given with information as to the various parts or divisions and forms, and as to the grades for which it is intended. Following this is a very brief description and criticism and finally the name and address of the publisher with the price quoted at the time of writing. In some cases tests may be secured from service bureaus of state universities and other sources than the publishers, but no attempt has been made to name such sources.



**Prices.** The prices given in the following list are those quoted by publishers in their last announcements or price lists available at the time of writing. In practically all cases publishers reserve the right to change prices without notice, but such changes are not very frequent and when they do occur are not likely to be great. It will be noticed that the prices given are not always for the same number of copies, but in some cases for a single copy, in others for 25, 100, or some other number. The reason for this diversity is that the publishers' methods of giving quotations have been followed. Ordinarily when a price is quoted for a relatively small number of tests, such as 25, it means that they are sold only in lots of this number or some multiple thereof. When prices are quoted for single copies and usually when quoted for 100 copies the exact number desired can be purchased. The price given for one or any number of copies of a test which possesses more than one form is for the stated number of copies of any one form, unless otherwise stated. Also in some cases the prices quoted for a number of copies includes a set of directions for giving and scoring, whereas in others it does not. If the teachers' manual or set of directions for giving and scoring is not priced separately it is to be understood that a copy of this is included in each set containing the number of tests for which the price is given. In many cases, publishers who quote prices for 25, 100, or some other number of tests have special prices for a specimen set including a single copy of the test, a teacher's manual, and so forth. Such prices have not been included. Occasionally, the purchaser is required to pay transportation charges in addition to the prices quoted, but this is not generally true.

It should be noted that in the case of scales, such as those in handwriting, composition, and so forth, which are to be used only by the teacher or perhaps posted so that pupils can see and use them but do not require individual copies, only one is needed for a class. In the case of most tests one will be needed for each member of the class and ordinarily an additional copy for the teacher with one set of directions for giving and scoring.

## ARITHMETIC

### Buckingham Scales for Problems in Arithmetic

Divisions I, II, and III; Forms 1 and 2 of each

The three divisions are respectively for Grades III and IV, V and VI, and VII and VIII. The use of the scale has shown that the scores yielded by the different divisions are not strictly comparable.

*Public School Publishing Company, Bloomington, Illinois. 80c per 100.*

## **Buswell-John Diagnostic Test for Fundamental Processes in Arithmetic**

Each of the four pages of this test covers one of the four fundamental operations and contains examples ranging in difficulty from very easy to as hard as should be taught in the elementary grades. The test must be given individually and while the pupil works the teacher watches and makes note of what the pupil does, especially what seems to cause the errors he makes. This test has considerable diagnostic value, but there are not sufficient examples of each type and degree of difficulty to enable a complete diagnosis to be made. The test is suitable for use in all grades in which arithmetic is taught.

*Public School Publishing Company, Bloomington, Illinois. Single copy, pupil's sheet, 2c; single copy, teacher's chart, 3½c; manual of directions, 15c; \$2.50 per 50 of both pupil sheets and teacher's charts.*

## **Clapp-Huebner Standard School Tests—The Number Combinations**

Test A—In Single Form

Test B—In Problems

Test C—Special Diagnostic Problems

Each test covers the four fundamental operations. A includes all of the single digit combinations in separate examples, B all of them combined into a relatively small number of examples, whereas C is intended to determine the combinations which cause the pupil's difficulty in actual work. They are suitable for Grades III to VIII.

*Lakeland Publishing Company, 217 North Mill Street, Madison, Wisconsin. \$1.50 per 100.*

## **Clapp-Young Self-Marking School Tests No. 2. Arithmetic**

Form A

This test consists of twenty-five written problems, to each of which four possible answers are given. The test is so arranged that pupils' answers are automatically recorded as right or wrong, and by releasing a few clips and turning a page, pupils can not only learn the correctness of their answers, but the probable reasons for mistakes. It is suitable for any of the upper elementary grades. This test has appeared very recently and has not yet received wide use.

*Lakeland Publishing Company, 217 North Mill Street, Madison, Wisconsin. \$1.25 per 25.*

## **Cleveland Survey Test in Arithmetic**

Forms 1 and 2

This is a battery of fifteen sub-tests arranged in spiral form for use in Grades III to VIII. It possesses marked diagnostic value, though it does not yield as complete a diagnosis as two or three other series, and is also short enough that it may be used for general survey purposes. Thirteen of the sub-tests deal with the fundamental operations with integers, and two with common fractions.

*Public School Publishing Company, Bloomington, Illinois. \$1.90 per 100.*

## **Compass Diagnostic Tests in Arithmetic**

Test I, Addition of Whole Numbers (Grades II-VIII)

Test II, Subtraction of Whole Numbers (Grades II-VIII)

Test III, Multiplication of Whole Numbers (Grades III-VIII)

Test IV, Division of Whole Numbers (Grades IV-VIII)  
 Test V, Addition of Fractions and Mixed Numbers (Grades V-VIII)  
 Test VI, Subtraction of Fractions and Mixed Numbers (Grades V-VIII)  
 Test VII, Multiplication of Fractions and Mixed Numbers (Grades V-VIII)  
 Test VIII, Division of Fractions and Mixed Numbers (Grades V-VIII)  
 Test IX, Addition, Subtraction, and Multiplication of Decimals (Grades V-VIII)  
 Test X, Division of Decimals (Grades VI-VIII)  
 Test XI, Addition and Subtraction of Denominate Numbers (Grades VI-VIII)  
 Test XII, Multiplication and Division of Denominate Numbers (Grades VI-VIII)  
 Test XIII, Mensuration (Grades VII-VIII)  
 Test XIV, the Basic Facts of Percentage (Grades VI-VIII)  
 Test XV, Interest and Business Forms (Grades VII-VIII)  
 Test XVI, Definitions, Rules, and Vocabulary of Arithmetic (Grades IV-VIII)  
 Test XVII, Problem Analysis: Elementary (Grades V-VI)  
 Test XVIII, Problem Analysis: Advanced (Grades VII-VIII)  
 Test XIX, General Problem Scale: Elementary (Grades V-VI)  
 Test XX, General Problem Scale: Advanced (Grades VII-VIII)

This is probably the most complete series of achievement tests as distinguished from practice tests in arithmetic. It can be seen by glancing at the list above that the twenty tests of the series cover all the different phases of elementary arithmetic. Each test contains examples or problems of different degrees of difficulty arranged in order from easy to hard.

*Scott, Foresman and Company,*<sup>1</sup> 625 South Wabash Avenue, Chicago.

*Tests I, II, VI, VII, XIX, and XX, each 25c per 25; Tests III, IV, V, VIII, IX, X, XI, XII, and XVI, each 50c per 25; Tests XIII, XIV, and XV, each \$1.00 per 25; Tests XVII and XVIII, each \$1.25 per 25; teacher's manual, 20c.*

## **Courtis Research Test in Arithmetic, Series B**

Forms 1, 2, 3, and 4

This is the well-known series of Courtis Arithmetic Tests for use in Grades IV to VIII, and has undoubtedly received the widest use of any test in this subject. Each of the four sub-tests contains twenty-four uniform examples in one of the four fundamentals.

*Courtis Standard Tests, 1807 East Grand Boulevard, Detroit. 75c per 40.*

## **Denver Curriculum Tests in Arithmetic**

Fundamentals in Integers; Tests for Grades IIA-III A, and IVB-VIA

Fractions and Decimals

Problem Solving; Tests for Grades IIA-III A, IVB-VB, and VA-VIIIA

Forms 2, 3, 4, 5, and 6 of each

Each of the tests contains a rather limited number of examples of the sort indicated by its title.

*Denver Public Schools, 414 Fourteenth Street, Denver, Colorado. Single copy, 10c; in quantity, 1c each.*

## **Foran Diagnostic Computation Scales**

Parts I and II; Forms A, B, and C of each

Part I is for Grades II, III, and IV, and Part II for V, VI, VII, and VIII. Each of the former contains forty-six examples in order of increasing difficulty and each of

<sup>1</sup>This company may also be addressed at 5 West Nineteenth Street, New York City, and 63 North Pryor Street, Atlanta, Georgia.



the latter fifty-eight similarly arranged. Not enough examples are included to make the scales perfectly diagnostic, but they have considerable value in that respect.

*Catholic Education Press, 1326 Quincy Street, N. E., Washington, D. C.  
\$1.90 per 100.*

### **Lunceford Diagnostic Test in Addition**

Forms 1 and 2

This is a test dealing with the pairs of single digits intended for use in primary grades. The two forms are contained on two different sheets of the same folder.

*Bureau of Educational Measurements and Standards, Kansas State Teachers College, Emporia. 25c per 25; 80c per 100.*

### **Monroe Diagnostic Tests in Arithmetic**

Parts I, II, III, and IV

The first two parts deal with integers and are intended for Grades IV to VIII and V to VIII respectively, the third, with common fractions, for Grades VI to VIII, and the last, with decimals, also for Grades VI to VIII. Part I contains six sub-tests and each of the others five. These tests yield rather, though not perfectly, satisfactory diagnostic measures and until recently were undoubtedly the best series available for this purpose.

*Public School Publishing Company, Bloomington, Illinois. 85c per 100.*

### **Monroe General Survey Scales in Arithmetic**

Scales I and II; Forms 1, 2, and 3 of each

Scale I is for Grades III, IV, and V, and II for VI, VII, and VIII. The former deals with integers alone, whereas, the latter includes common and decimal fractions also. Each scale consists of several sub-tests, but it is not recommended that they be used for diagnostic purposes. These scales are among the two or three most widely used in Arithmetic.

*Public School Publishing Company, Bloomington, Illinois. \$1.00 per 100.*

### **Monroe Standardized Reasoning Tests in Arithmetic**

Tests I, II, and III; Forms 1 and 2 of each

Test I is for Grades IV and V, II for VI and VII, and III for VIII. These tests are unique in that they yield separate scores for correctness of principle and of answer. The scores yielded by the three tests are not comparable.

*Public School Publishing Company, Bloomington, Illinois. 80c per 100.*

### **Myers Problem Power Scale**

Forms 1 and 2

Each form consists of forty-eight written problems printed on a cardboard folder which is provided with openings so that all of the pupils' work is done upon blank paper underneath the cardboard. Thus the same cardboard form may be used over and over again. Apparently this scale has not yet received as wide use as several others dealing with written problems. Tentative norms are given for Grades III to VI.

*Plymouth Press, 6749 Wentworth Avenue, Chicago. Single copy, 30c; \$3.00 per 12.*

## Otis Arithmetic Reasoning Test

Forms A and B

This is Test 5 of the Otis Group Intelligence Scale, Advanced Examination, printed separately. It contains written problems and is suitable for use in Grade IV and above.

*World Book Company, 2126 Prairie Avenue, Chicago. 40c per 25.*

## Spencer Diagnostic Tests in Arithmetic

Tests I, II, and I'I; Forms A and B of each

Test I is for Grades III and IV, II for V and VI, and III for VII and VIII. The first consists of the examples in the four fundamentals and easy problems in denominate numbers, the second the same and common and decimal fractions and the third includes problems in percentage, mensuration, ratio and proportion, and written problems without numbers.

*Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati. Single copy, 2½c; \$2.00 per 100.*

## Stanford Arithmetic Examination

Forms A and B

This consists of the two arithmetic tests in the Stanford Achievement Test printed together and may be used in all elementary grades except the first. It includes both numerical and written problems.

*World Book Company, 2126 Prairie Avenue, Chicago. \$1.00 per 25; manual of directions, 20c.*

## Stevenson Problem Analysis (Arithmetic Reading) Test

Tests I and II; Forms 1 and 2 of each

Each test consists of six written problems which are to be analyzed to determine which of four given facts are stated in the problem, which of four given things is asked for, which of four given answers is most reasonable and which of the four fundamental operations should be used in solving the problem. Test I is for Grades IV to VI, and II for VII to IX.

*Public School Publishing Company, Bloomington, Illinois. \$1.00 per 100.*

## Stone Reasoning Test

Forms 1 and 2

The first form of this test is generally considered the first really standardized test in any school subject. It was originally intended for use in Grade VI only, but may also be used in Grades V, VII, and VIII. It probably should not be ranked among the best tests on written problems, but is listed here largely because for some years it was practically the only test in this field and therefore has been widely used.

*Bureau of Publications, Teachers College, Columbia University, New York City. 40c per 100; manual of directions, 65c.*

## Theisen-Woody Parallel Arithmetic Tests

This is a series of four tests which parallel the four in Series A of the Woody Arithmetic Scales. In other words they are really duplicate forms of the latter.

*Parker Company, 12 South Carroll Street, Madison, Wisconsin. 75c per 100.*

## Van Wageningen Revision of Woody Arithmetic Scales

Divisions I, II, and III; Scales R and S of each

Van Wageningen selected exercises from the Woody Arithmetic Scales and arranged three groups of ten each for each of his scales. The first division is for use in Grades III and IV, the second in V and VI, and the third in VII and VIII. In each case the two scales, R and S, are duplicate forms. Since each division contains examples in all four fundamentals, these are preferable to the Woody Scales for brief general survey measures, but probably no better than the Woody-McCall Mixed Fundamentals.

*Public School Publishing Company, Bloomington, Illinois. \$1.00 per 100.*

## Wildeman Standardized Test in the Fundamental Operations with Common Fractions

Form 1

Although this test is not very widely used it is mentioned because there are few tests dealing with fractions alone. It consists of fifteen examples in addition, the same number in subtraction, and twelve each in multiplication and division.

*Plymouth Press, 6749 Wentworth Avenue, Chicago. 90c per 100.*

## Wilson General Survey Test in Arithmetic

Forms 1 and 2

This test, which is intended for Grades V to VII, but can well be used in VIII also, gives a brief general survey measure. It includes the four fundamental operations with both integers and fractions and knowledge of business situations.

*University Publishing Company,<sup>1</sup> 2126 Prairie Avenue, Chicago. 30c per 25.*

## Wisconsin Inventory Tests in Arithmetic

Test I, First Decade Simple Addition

Test II, First Decade Subtraction

Test III, Single Digit Multiplication

Test IV, Short Division

Test V, Higher Decade Addition

Test VI, Addition Combinations Needed for Carrying in Multiplication

Test VII, Zero Quotient Combinations in Short Division

Test VIII, Long Division

These tests are intended to yield rather highly diagnostic measures of the various abilities covered and in most cases do so.

*Public School Publishing Company, Bloomington, Illinois. \$1.00 per 100.*

## Witham's Standard Arithmetic Tests

No. 1. General Survey

No. 2. Fractions

No. 3. Decimals

No. 4. Percentage

No. 5. Denominate Numbers

This is not one of the most widely used series, but apparently possesses as much merit as some that are. Each test is rather brief. Norms are available from Grades V to VIII.

*J. L. Hammett, Cambridge, Massachusetts. \$1.00 per 50.*

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<sup>1</sup>This company may also be addressed at 1126 Q street, Lincoln, Nebraska; 325 East Twenty-third street, New York City; and 2013 Jackson street, Dallas, Texas.



## Woody Arithmetic Scales

Series A

Series B; Forms 1 and 2

Series B is a shorter form of A, consisting of about half as many examples. Each series includes four scales, one in each of the four fundamental operations. Each scale consists of examples of varying degrees of difficulty dealing with integers, common and decimal fractions, and denominate numbers. The scales may be used in Grades III to VIII.

*Bureau of Publications, Teachers College, Columbia University, New York City. Series A, each scale, 50c per 100; Series B, folder containing all four scales, \$1.50 per 100.*

## Woody-McCall Mixed Fundamentals in Arithmetic

Forms I, II, III, and IV

This is a special arrangement of the Woody Arithmetic Scales made by McCall. Each form includes examples in all four fundamentals. Therefore these are suitable for brief general survey purposes, as the Woody scales are not.

*Bureau of Publications, Teachers College, Columbia University, New York City. 60c per 100.*

## DRAWING

### Kline-Carey Measuring Scale for Free-Hand Drawing

Part I—Representation, Revised

This really consists of four scales dealing respectively with houses, rabbits, human figures in action and trees (brush drawings). Each scale consists of fourteen specimens ranging in merit from zero up to somewhere near 100 with a criticism of each specimen showing its strong and weak points. Although contained in a booklet the scales can be unfolded so that all of each is before the eye at once. The authors have stated that they expect to prepare Part II on design and composition and Part III on color, but these have not yet appeared.

*Johns Hopkins Press, Baltimore, Maryland. Copies of the four scales and record sheet, 30c; booklet containing the four scales, a brief account of revision, directions for use and record sheet, 60c.*

### Thorndike's Scale for General Merit of Children's Drawings, Revised and Extended

This extension of Thorndike's original scale contains many more specimens, there being several at almost every step. The subjects dealt with are houses and human figures, the latter both singly and in groups. This scale has probably received much wider use than that of Kline and Carey, but the writer doubts if it can be used any more easily or yields more reliable results.

*Bureau of Publications, Teachers College, Columbia University, New York City. Single copy, 50c.*

## ENGLISH COMPOSITION

### Clark Letter Writing Test

The various parts of this test require pupils to identify the proper expressions for salutations and complimentary closes in both business and social letters, to arrange in proper form the jumbled portions of two letters, and to arrange in order the proper portions of a business and a social letter.

*Public School Publishing Company, Bloomington, Illinois. \$3.00 per 100.*

### Driggs-Maynew National Scales for Measuring Composition

Scales for Grades VII and VIII.

Each of the scales consists of three specimens at each of five steps with a very short statement of the characteristics of each step. The specimens were all written upon the general topic, "The Cost of Carelessness."

*University Publishing Company, 2126 Prairie Avenue, Chicago. Booklet containing scales, account of their derivation, directions for use, and so forth, 25c.*

### Hudelson Typical Composition Ability Scale

This has largely superseded the same author's earlier English Composition Scale and is probably the most widely used scale for general purposes in this project. It is printed on a single sheet instead of in booklet form as was Hudelson's first scale. The specimens in the scale are narratives dealing with "A Snowball Fight on Slatter's Hill." They are rated in terms of Hillegas values so that scores given are comparable with those from many other scales.

*Public School Publishing Company, Bloomington, Illinois. Single copy, 10c; \$1.00 per 25; teacher's handbook, 10c.*

### Leonard's Scale for the Judgment of Composition Quality Only

This scale, which also uses Hillegas ratings, consists of compositions on the general subject, "Doing Something Difficult But Worth While." At some steps there are two specimens, at others only one. It is rather unique that no errors in the mechanics of English appear in it. Following each specimen its chief values and defects are pointed out.

*National Council of Teachers of English, 506 West Sixty-ninth Street, Chicago. Single copy, 15c.*

### Lewis English Composition Scales

These five scales are intended to be used in measuring the following types of writing: order letters, letters of application, narrative social letters, expository social letters, simple narration. The original form of these scales has been revised so that now each consists of from eight to eleven specimens ranging in value from zero or thereabouts to 80 or above and also so that all of each scale can be before the sight at once. For rating letters of the types dealt with, the first four of these scales are undoubtedly the best instruments available. On these scales also the ratings are in terms of Hillegas values.

*World Book Company, 2126 Prairie Avenue, Chicago. Booklet containing all five scales, 25c.*

## Nassau County Supplement to the Hillegas Scale

This is a revision of the original Hillegas Scale which improved upon it in several ways and largely superseded it. Since the appearance of the Hudelson and other scales, however, it has not received such wide use as formerly.

*Bureau of Publications, Teachers College, Columbia University, New York City. Single copy, 8c; booklet, describing derivation, giving directions, norms, and practice samples, 35c.*

## Van Wagenen English Composition Scales

This series consists of three scales intended for the measurement of exposition, narration, and description, respectively. In each scale are fourteen or fifteen specimens, each of which is rated separately\* on thought content, structure, and mechanics, the ratings ranging from approximately zero to about 100 and being equivalent to Hillegas values multiplied by ten. For rating expository and descriptive themes these scales are probably the best available.

*World Book Company, 2126 Prairie Avenue, Chicago. Booklet containing the three scales, directions for their use, and practice material, 25c.*

## Willing Scale for Measuring Written Composition

On this scale are eight samples at the even 10's, from 20 to 90 inclusive. Provision is made for rating on both story value and form value, the latter being determined by counting the mistakes in spelling, punctuation, and syntax. There is apparently no reason why the method for determining the form value cannot be used in connection with story value according to other scales, but this seems to have been done very rarely.

*Public School Publishing Company, Bloomington, Illinois. Single copy, 9c; three or more copies, 6c each.*

## GEOGRAPHY

### Branom Tests in Geography Covering Places, Facts, and Problems

United States—Place, Factual, and Problems Tests; Forms A, B, C, and D of each  
North America—Place, Factual, and Problems Tests; Forms A and B of each  
Europe—Place, Factual, and Problems Tests; Forms A, B, and C of each  
Asia—Place, Factual, and Problems Tests; Forms A and B of each  
Australia—Place, Factual, and Problems Tests; Form A of each  
Africa—Place, Factual, and Problems Tests; Forms A and B of each  
South America—Place, Factual, and Problems Tests; Forms A and B of each  
The World—Place, Factual, and Problems Tests; Forms A, B, C, and D of each

Each of these tests consists of four sub-tests and each of these of a number of true-false or multiple-answer exercises. This is the most complete series of tests in geography. Indeed, it would probably be undesirable to make use of all the tests in this series within a single year's work. They appear to be too difficult for the lower grades.

*McKnight and McKnight, Normal, Illinois. Single copy, 1c; 80c per 100; score sheet, 1c; key and norms, 20c.*

## Buckingham-Stevenson Place Geography Tests

United States, World; Forms 1, 2, and 3 of each

The material for these tests is contained in a booklet and is read by the teacher while the pupils record their answers on ordinary paper. Each test requires the location of a number of mountains, countries, lakes, rivers, cities, and other geographical features. They may be used in grades V to VIII.

*Public School Publishing Company, Bloomington, Illinois. Booklet containing all three forms of both tests, 15c; class record sheet, 1c.*

## Courtis Standardized Supervisory Tests in Geography

Tests A and B; Forms A and B of each

Both of these tests call for location or identification by means of maps, and are intended for use in Grades III to VIII. Test A deals with states and important cities of the United States, B with continents, oceans, and countries. For a simple test in geography covering location, this is probably to be preferred to any other.

*Courtis Standard Tests, 1807 East Grand Boulevard, Detroit. Complete set, both tests, \$1.50 per 40; renewals, both tests, \$1.00 per 40.*

## Forney Test in Map Reading Abilities

This test consists of a map of Africa with twenty multiple-answer exercises concerning it. These exercises test knowledge of the meanings of lines, labels, colors, and other marks of identification used upon the map and the ability to locate cities, measure distances, determine directions, longitudes and latitudes, and so forth.

*Ginn and Company,<sup>1</sup> 2301 Prairie Avenue, Chicago. 45c per 30.*

## Gregory-Hagerty Geography Test

Forms A and B

This test is intended for Grades IV, V, and VI, and is therefore somewhat easier than the Gregory-Spencer Test. Since it is practically the only test in this field designed particularly for the intermediate grades, it is probably to be preferred for this purpose to most others. Part 1 deals with miscellaneous facts and questions, Part 2 with locational geography and map study, 3 with zones, seasons, climates and rainfall, 4 with plants, animals, and people, and 5 with countries and their products.

*Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati. \$4.00 per 100.*

## Gregory-Spencer Geography Tests

Forms A, B, and C

These tests, which are intended for use in the three upper elementary grades, cover the geography of the whole world. Their different parts deal with trade routes and their products, miscellaneous geography, causal geography, place and descriptive geography, and political and place geography.

*Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati. \$4.00 per 100.*

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<sup>1</sup>Ginn and Company's home office address is 15 Ashburton Place, Boston. Other addresses are 70 Fifth Avenue, New York City; 95 Luckie Street, Atlanta, Georgia; 1913 Bryan Street, Dallas, Texas; 199 East Gay Street, Columbus, Ohio; and 45 Second Street, San Francisco.



## Hahn-Lackey Geography Scale

This is similar to the Ayres Spelling Scale in form, consisting of a classified list of several hundred carefully selected questions. It is not a test to be placed in the hands of pupils, but rather a source from which a teacher can choose questions of known difficulty and for which norms are available. It is supposed to include both fact and thought questions, but many of the latter can be answered merely from memory. The questions included are such that the scoring of many of the answers is more or less subjective. It is suitable for use in all grades in which geography is taught.

*Public School Publishing Company, Bloomington, Illinois. Single copy, 20c; three or more copies, 15c each.*

## Information-Problem Tests in Geography

United States, South America, Asia; Forms 1 and 2 of each  
Europe; Forms 1, 2, and 3

Each test consists of two parts, the first containing fifty informational questions, and the second, twenty-five supposedly problematic questions.

*Public School Publishing Company, Bloomington, Illinois. \$2.00 per 100.*

## Posey-Van Wagenen Geography Scales

Thought Scales S; Division I; and R; Division II  
Information Scale R; Divisions I and II  
Information Scale S; Divisions I and II  
Information Scale A; Divisions I and II  
Information Scale F; Division II  
Information Scale K; Division II

Division I of each scale is for use in Grades V and VI, Division II in Grades VII and VIII. Scale A deals with the United States and North America, F with Europe, K with South America, Asia, and Africa. The others are general. Each consists of thirty exercises of increasing difficulty.

*Public School Publishing Company, Bloomington, Illinois. \$2.00 per 100; teacher's manual, 20c.*

## Russell-Harr Geography Tests

New England States, Tests I and II  
Middle Atlantic States, Tests I and II  
Southern States, Tests I and II  
Central States, Tests I and II  
Western States, Tests I and II  
Possessions of the United States, Tests I and II  
United States, Tests I and II  
Canada, Newfoundland, and Labrador, Tests I and II  
Mexico, Central America, and West Indies, Tests I and II  
North America, Tests I and II  
South America, Tests I and II  
Europe, Tests I, II, III, and IV  
Asia, Tests I and II  
Africa, Australia, and Pacific Islands, Tests I and II  
World, Tests I and II

Each of these tests consists of a practice test followed by five exercises each containing a number of items. The first four exercises in each case deal with purely factual

material, whereas the fifth offers opportunity for some reasoning. Tests I and II in each case appear to be roughly equivalent in difficulty, but do not cover just the same kinds of information. At the time of writing these tests are not satisfactorily standardized, but the publishers announce that they will be soon, probably before this appears in print.

*McKnight and McKnight, Normal, Illinois. Single copy, 1c; list of answers and directions, 16c.*

### Witham Standard Geography Tests

- Test 1—The World
- Test 2—United States
- Test 3—South America
- Test 4—Europe
- Test 5—Asia
- Test 6—Africa
- Test 7—North America
- Test 8—Commercial Geography

Part of each test deals with map work, requiring the location of certain geographical features and the identification of land and water forms, and the remainder has a number of questions concerning industries, locations of cities, and so forth.

*J. L. Hammett Company,<sup>1</sup> Cambridge, Massachusetts. \$1.75 per 50.*

## HANDWRITING

### Ayres Measuring Scale for Handwriting, Gettysburg Edition

This revised form some years ago took the place of Ayres' original Three Slant Edition and is the most widely used handwriting scale. It consists of samples at the even 10's, from 20 to 90 inclusive.

*Department of Publications, Russell Sage Foundation, 130 East Twenty-Second Street, New York City. Single copy, 10c.*

### Freeman Chart for Diagnosing Faults in Handwriting

This chart is in reality a combination of five scales each containing specimens at three degrees of merit. The five scales deal with uniformity of slant, uniformity of alignment, quality of line, letter formation and spacing. This chart should be used rather for diagnosis or remedial work than to yield norms of achievement.

*The Houghton Mifflin Company,<sup>2</sup> 2451 Prairie Avenue, Chicago. Single copy, 30c.*

### Starch-Wise Scale for Measuring Handwriting

This is a revision of Starch's original scale. Although it is a product of careful work and ratings by a large number of judges, the unusually large number of steps and the unwieldy size of the scale when unfolded have hindered its wide use.

*Daniel Starch, 1374 Massachusetts Avenue, Cambridge, Massachusetts. Single copy, 50c; \$2.75 per 6; \$5.00 per 12.*

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<sup>1</sup>The J. L. Hammett Company may also be addressed at Newark, New Jersey.

<sup>2</sup>The Houghton Mifflin Company may likewise be addressed at its home office, 2 Park Street, Boston, also at New York City and San Francisco.

## **Thorndike Scale for Handwriting of Children in Grades V to VIII**

This is the first standardized handwriting scale and is still rather widely used. It contains one or more specimens of handwriting at each of fifteen degrees of merit.

*Bureau of Publications, Teachers College, Columbia University, New York City. Single copy, 12c; in quantities, 10c.*

## **HEALTH**

### **Gates-Strang Health Knowledge Tests**

Complete Series and Form 1

The complete series consists of 520 multiple-answer exercises for each of which the difficulty has been determined. Form 1 consists of sixty-four of these exercises arranged in order of increasing difficulty. Many of the items should be answered by elementary school children, but others are hard enough for those in high school.

*Bureau of Publications, Teachers College, Columbia University, New York City. Complete series with account of derivation, \$1.00; Form 1, \$3.00 per 100.*

## **HISTORY AND CIVICS**

### **Barr Diagnostic Tests in American History**

Series A and B

The five sub-tests contained herein attempt to measure historical comprehension, chronological judgment, weighing historical evidence, evaluation of facts, and ability to select causal relationships. The function is therefore not primarily to measure achievement in history, but to diagnose the historical abilities of the pupils.

*Public School Publishing Company, Bloomington, Illinois. \$4.00 per 100.*

### **Brown-Woody Civics Test**

Form A

The content of this test is based upon what is common to at least five widely used textbooks. It deals with local, state, and national government and covers civic vocabulary, information, and thinking.

*World Book Company, 2126 Prairie Avenue, Chicago. \$1.30 per 25.*

### **Denver Curriculum Semester Tests in American History and Government**

Tests I and II; Forms A and B of each

Each test consists of sixty multiple-answer exercises, those in Test I covering our history up to shortly before the Civil War, and those in Test II since that time. Though most of the exercises are factual, a few test historical reasoning.

*Denver Public Schools, 414 Fourteenth Street, Denver, Colorado. Single copy, 10c; in quantities, 5c each.*

### **Gregory Tests in American History**

Tests I and II, Revised, and III; Forms A and B of each

Test I covers our history up to Washington's administration, and Test II the period since then, whereas III covers the whole field. Each of the first two tests is

divided into six parts dealing with different phases of history, and Test III into seven parts, six of which deal with different periods and the seventh with miscellaneous facts and dates.

*Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati. Single copy, 4c; Tests I and II, each \$3.75 per 100; Test III, \$3.50 per 100.*

### **Hahn Scale for Measuring Ability of Children in History**

This scale consists of several hundred questions, suitable for seventh and eighth grade use, classified on the basis of difficulty. Many of them are in such form that the answer cannot be scored with a high degree of objectivity. Nevertheless, the scale is valuable as supplying a source from which questions can be selected.

*Public School Publishing Company, Bloomington, Illinois. Single copy, 20c; three or more copies, 16c each.*

### **Harlan Test of Information in American History**

This is a rather simple test of information covering items found in practically all textbooks. It is suitable for Grades VII and VIII.

*Public School Publishing Company, Bloomington, Illinois. 80c per 100.*

### **Hill Tests in Civic Information and Attitudes**

Each of these two tests consists of twenty multiple-answer exercises dealing with local and national government and various other matters which citizens should know or in which they should take an interest. The one on civic attitudes might almost be called a test of moral character.

*Public School Publishing Company, Bloomington, Illinois. \$1.00 per 100.*

### **Pressey-Richards American History Test**

This is a test in the understanding of American History, the four parts dealing with character judgment, historical vocabulary, sequence of events, and cause and effect relationships. It is one of the easiest history tests to give and score.

*Public School Publishing Company, Bloomington, Illinois. \$2.00 per 100.*

### **Van Wagenen American History Scales, Revised Edition**

Information Scales S1 and S2, R1 and R2, C1 and C2, F1 and F2, K1 and K2  
Thought Scale R2

All of the scales labeled "1" are intended for Grades V and VI, those labeled "2" for Grades VII and VIII. Those labeled "S" and "R" are duplicate forms of each other and cover the whole period of American History; those labeled "C" deal with American History before the Revolutionary War, those labeled "F" with the period from the Revolutionary War to the Civil War, and those labeled "K" with history since the Civil War.

*Bureau of Publications, Teachers College, Columbia University, New York City. \$2.00 per 100, except Thought Scale, which is \$2.25 for 100.*

### **Witham Comprehensive History Tests**

Seventh Grade; Tests 1 and 2

Eighth Grade; Tests 3 and 4

The pair of tests for each grade are duplicate forms. Each test consists of thirty informational completion exercises, some of which contain more than one blank.

*J. L. Hammett Company, Cambridge, Massachusetts. \$1.25 per 50.*



## HOME ECONOMICS

### Denver Curriculum Semester Test in Home Economics

This test, which is intended for use especially in Grade VIIB, includes matching, multiple-answer, and true-false exercises dealing with information chiefly concerning foods and their preparation.

*Denver Public Schools, 414 Fourteenth Street, Denver, Colorado. Single copy, 10c.*

### Home Economics Information Test for Girls Completing the Eighth Grade

Sets 1, 2, and 3

Set 1 deals with textiles, the construction, care, repair, and selection of clothing, Set 2 with the sources of foods, their selection, preservation and storage, preparation and values, and Set 3 with the following topics: the girl's bedroom, dining room, dish-washing, care of the kitchen, labor saving devices, home enjoyment, care of children, and the budget. These are probably the best tests of this sort available at present.

*Bureau of Publications, Teachers College, Columbia University, New York City. Set containing copies of all three tests, 15c.*

### Illinois Food Test

This is an information test on foods consisting of 100 exercises arranged under fourteen headings.

*Public School Publishing Company, Bloomington, Illinois. 75c per 25.*

### King-Clark Food Test for Grades 6 thru 12

This is a revision of the earlier test on the same subject by King. It consists of sixty multiple-answer exercises which deal with information about foods and their preparation.

*World Book Company, 2126 Prairie Avenue, Chicago. \$100 per 25.*

### Murdoch Analytic Sewing Scale for Measuring Separate Stitches

This scale consists of five specimens of each of five varieties of stitches, these varieties being running, backstitch, overcasting, combination, and hemming. The chief purpose of constructing it was to make a scale for pupils' use which could be handled more easily than the original Murdoch Sewing Scale. It may be used to supplement this scale, especially since the same norms apply.

*Bureau of Publications, Teachers College, Columbia University, New York City. Single copy, 25c; manual of directions, 10c.*

### Murdoch Sewing Scale

In this, the original scale, there are fifteen sewing samplers arranged in order of merit, three views of each being shown. It is better suited for teachers' than pupils' use because it is difficult for the latter to distinguish between the degrees of merit.

*Bureau of Publications, Teachers College, Columbia University, New York City. Single copy, \$1.50.*

## Stevenson-Trilling Test in Comprehension of Patterns

The five parts of this test deal with recognition of parts of patterns, comprehension of pattern lines, understanding of notches, alteration of patterns, and placing patterns on material. It is therefore intended to be diagnostic of these five necessary performances in the use of patterns.

*Public School Publishing Company, Bloomington, Illinois. \$1.00 per 25.*

## LANGUAGE AND GRAMMAR

### Briggs English Form Test

Forms Alpha and Beta

Each test consists of twenty sentences of increasing length which measure pupils' knowledge of seven of the most common elements of form. The material is probably too difficult for satisfactory use below the seventh grade.

*Bureau of Publications, Teachers College, Columbia University, New York City. 80c per 100; scoring stencils, 10c.*

### Charters' Diagnostic Language Tests

Pronouns; Forms 1 and 2

Verbs; Forms 1 and 2

Miscellaneous A and B; Forms 1 and 2 of each

These are probably the most widely used of any language tests. They are based upon the errors actually made by school children. Word forms are presented in sentences, some of which are right and some wrong, and the pupils are required to supply the correct forms for the latter. These tests are intended for use in Grades III to VIII inclusive.

*Public School Publishing Company, Bloomington, Illinois. 80c per 100.*

### Clapp-Young Self-Marking School Tests—1. English

Form A

This test contains three parts which deal, respectively, with punctuation and capitalization, word form and usage, and grammar. By an ingenious device the answers as given are automatically recorded as right or wrong and when a pupil has finished his work he needs merely to release a few clips to be able to learn the correctness of his answers. This test is best suited for use in the upper grades and high school.

*Lakeland Publishing Company, 217 North Mill Street, Madison, Wisconsin. \$1.25 per 25.*

### Denver Curriculum Tests in English

Sentence Structure

Composition and Grammar

These are intended for use in Grades VII, VIII, and IX. The sentence structure test requires the recognition of groups of words forming sentences, the classification and punctuation of sentences, the recognition of the correct use of "and" and "but," the selection of sentences which should be divided into two or more parts and the comparison of pairs of paragraphs according to the quality of their sentence structure. The second test calls for the matching of short descriptions with the compositions to

which they apply, the selection of the correct one of two forms, and of the reason why it is correct from three possibilities, the matching of composition forms with occasions for writing and the recognition of the correct punctuation of sentences.

*Denver Public Schools, 414 Fourteenth Street, Denver, Colorado. Single copy, 10c.*

## **Franseen Diagnostic Test in Language**

Test 1, Parts I, II, and III; Forms A and B of each

Since these three parts are printed on separate folders, they really amount to three separate tests forming a series. Part I deals with pronouns, II with verbs, and III with varied constructions. They are in multiple-answer form presenting from two to four possibilities in each case. The right one is to be marked. These tests may be used in Grades III to VIII, inclusive.

*Bureau of Administrative Research, College of Education, University of Cincinnati, Cincinnati, Ohio. Single copy, 2½c; \$2.00 per 100.*

## **Kirby (Iowa) Grammar Test**

Forms 1 and 2

This test is rather similar to those of Charters, but is probably somewhat more difficult. Pupils are required to select the proper one of two grammatical forms and choose the appropriate rule or principle from a given list.

*Bureau of Educational Research and Service, University of Iowa, Iowa City. \$1.75 per 100.*

## **Leonard Grammar Tests**

Sentence Recognition Tests V and VI

Test of Grammatical Correctness; Forms A and B

Each test consists of twenty exercises. In the sentence recognition tests necessary changes in capitalization and punctuation are to be made to show where each sentence ends. The grammatical correctness test is in completion form, the words to be filled in being forms in which errors are commonly made. These tests are probably too difficult for use below the sixth grade.

*National Council of Teachers of English, 506 West Sixty-Ninth Street, Chicago. 90c per 100.*

## **New York English Survey Test**

Test (a) Language Usage

Test (b) Sentence Structure

Test (c) Grammar

Test (d) Literature Information

The first two of these tests are suitable for use in Grades IV to VIII and the last two in VII and VIII only. The language usage test consists of multiple-answer and completion exercises on the use of words, the sentence structure test requires the writing of several short compositions, the grammar test deals chiefly with the selection of examples of parts of speech and construction, and the literature information test with authors and their writings.

*Public School Publishing Company, Bloomington, Illinois. \$1.00 per 100.*

## Pressey Diagnostic Tests in English Composition

Tests (a), (b), (c), and (d); Forms 1 and 2 of each

Though called tests in English Composition this series belongs rather under language and grammar, since the four tests deal with capitalization, punctuation, grammar, and sentence structure, respectively. The selection of items included was determined by an analytical study of usage in magazines, newspapers, and letters and of frequent tendencies to errors. The tests are unusually short and easily scored. With the possible exception of the capitalization test, they are not suitable for use below Grade VII.

*Public School Publishing Company, Bloomington, Illinois. Tests (a) and (b), 75c per 100; tests (c) and (d), \$1.50 per 100.*

## Seaton-Pressey Minimum Essentials Tests in English Composition

Tests (a) Capitalization and (b) Good Usage

Tests (c) Punctuation and (d) Sentence Structure

These are similar in many ways to the series described immediately above. They differ in that Tests (a) and (b) are both on the same sheet and likewise (c) and (d) on another single sheet, and that they are designed for use in Grades III to VI.

*Public School Publishing Company, Bloomington, Illinois. 75c per 100.*

## Starch Punctuation Scale

Form A

This consists of several sentences at each of ten steps. They contain no punctuation except periods at the end and one or two apostrophes, leaving this to be supplied by the pupils.

*Daniel Starch, 1374 Massachusetts Avenue, Cambridge, Massachusetts. 80c per 100; direction sheet, 2c.*

## Wilson Language Error Test

This test consists of three stories, which may be used as three forms of a test. Each story contains about thirty errors in choice and arrangement of words, grammatical forms, spelling, and so forth, and the pupils are expected to correct these errors. This test is suited for use in the upper elementary grades and high school.

*World Book Company, 2126 Prairie Avenue, Chicago. 80c per 25.*

## MUSIC

### Beach Standardized Music Tests

Series I

This test is intended to measure knowledge of rhythm, tone, melody, and symbols. It involves recognition both from print and by ear. Norms are available for Grade III and above.

*Bureau of Educational Measurements and Standards, Kansas State Teachers College, Emporia, Kansas. \$1.10 per 25; \$4.00 per 100; manual of directions, 35c.*



## Hillbrand Sight Singing Test

Form A

This is an individual test containing six songs of two or three lines each which the pupil is required to sing. Provision is made for marking each type of error separately so that diagnostic measures are yielded. It is intended for use in Grades IV, V and VI.

*World Book Company, 2126 Prairie Avenue, Chicago. \$1.00 per 25.*

## Hutchinson Music Tests: Number 1

Form 1

This is a test of the ability to read music and to recognize scores from well-known songs and operas. Norms are not available below Grade VII.

*Public School Publishing Company, Bloomington, Illinois. 50c per 25.*

## Kwalwasser-Ruch Test of Musical Accomplishment

The sub-tests contained herein deal with knowledge of musical symbols and terms, recognition of symbol names, detection of pitch and time errors in a familiar melody, recognition of pitch names, knowledge of time and key signatures and of note and rest values, and recognition of familiar melodies from notation. This test may be used in Grade IV and above.

*Bureau of Educational Research and Service, University of Iowa, Iowa City.  
Single Copy, 6c; \$5.00 per 100.*

## Seashore Music Talent Chart

This consists of a chart upon which pupils are to be rated according to their judgments of certain musical qualities of phonograph records, and five such records which deal, respectively, with pitch, intensity, time, consonance, and memory. A prognostic measure of possible musical achievement is yielded rather than one of present achievement.

*Columbia Graphophone Company, New York City. Each record, \$1.50.*

## Torgerson-Fahnestock Music Test

Part A—Theory

Part B—Practice (Ear training)

Part A tests theoretical knowledge concerning musical symbols, notation, and so forth, and Part B ability to write syllables, measure lines, notes, and so forth which the pupils have heard played. It may be used in Grade IV and above.

*Public School Publishing Company, Bloomington, Illinois. 75c per 25, including both parts.*

## READING

### Burgess Picture Supplement Scale for Measuring Ability in Silent Reading

Forms 1, 2, 3, and 4

This test requires the carrying out of directions by marking each of twenty pictures in accordance with a paragraph below it. Norms are given for Grades III to VIII,

but it appears to be most satisfactory below Grade VII. In a number of the exercises, drawing and other abilities play a part in determining the pupil's performance. Subjective elements also enter into the scoring.

*Department of Publications, Russell Sage Foundation, 130 East Twenty-Second Street, New York City. \$1.25 per 100.*

### **Chapman Unspeeded Reading Comprehension Test**

This consists of a series of thirty-one short paragraphs to be read very carefully. In each there is one word which spoils the meaning and this is to be crossed out. Speed is not scored. This test may be used in Grade V and above.

*J. B. Lippincott<sup>1</sup> Company, 2244 Calumet Avenue, Chicago. \$100 per 50.*

### **Chapman-Cook Speed of Reading Test**

Forms A and B

This is similar to the Chapman Unspeeded Reading Comprehension Test except that the time limit is so short that speed plays an important part in determining the score made. It is intended for use in Grades IV to VIII inclusive.

*J. B. Lippincott Company, 2244 Calumet Avenue, Chicago. \$1.00 per 50.*

### **Courtis Silent Reading Test No. 2**

Forms 1, 2, and 3

The different forms of this test are often known as the "Little Kitten Series" because of the stories they contain. A story is read without interruption, and later read again, a paragraph at a time, and several questions concerning each paragraph answered. The former reading yields the rate score and the latter that in comprehension. It is not recommended for use above the fourth grade, although norms are available for Grades V and VI.

*Courtis Standard Tests, 1807 East Grand Boulevard, Detroit. \$1.25 per 40.*

### **Detroit Word Recognition Test**

Forms A and B

This test, which is intended for use in the primary grades, consists of forty words and phrases with pictures to correspond. These are to be matched.

*World Book Company, 2126 Prairie Avenue, Chicago. 90c per 25.*

### **Gates Graded Word Pronunciation Test**

Forms I, II, III, and IV

Each form contains ten groups of ten words each, those in each group being more difficult to pronounce than those in the previous group. It is intended for use in the first six grades and must, of course, be given individually.

*Bureau of Publications, Teachers College, Columbia University, New York City. 50c per 100.*

### **Gates Silent Reading Tests**

Primary; Types 1, 2, and 3

Grades III to VIII; Types A, B, C, and D; Forms 1 and 2 of each

Type 1 of the primary test deals with recognition of words, Type 2 with reading of words, phrases, and sentences, and Type 3 with reading paragraphs of directions.

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<sup>1</sup>The Lippincott Company's home office is at 227 South Sixth Street, Philadelphia.

Of the others, Type A deals with reading to appreciate the general significance of a paragraph, Type B with reading to predict the outcome of given events, C with reading to understand precise directions and D with reading to note details. Type 3 of the primary test and all of the others consist of short paragraphs to which pupils are to respond in various ways.

*Bureau of Publications, Teachers College, Columbia University, New York City. Primary, any one type, \$3.00 per 100; all three types, \$6.00 per 100; teachers' manual, 40c; Grades III to VIII, any one type, \$3.00 per 100; all four types, \$8.00 per 100; teachers' manual, 25c.*

## **Gray Standardized Oral Reading Paragraphs**

The test sheet contains twelve short paragraphs increasing in difficulty from typical first-grade material to a paragraph fairly difficult for high-school pupils. The pupil being tested reads as far as he can and is scored according to the number of errors made and the time required for reading. This series of paragraphs has been used more widely than any other for testing oral reading. Norms are available for all eight grades.

*Public School Publishing Company, Bloomington, Illinois. \$1.00 per 100.*

## **Gray Standardized Oral Reading Check Tests**

Sets I, II, III, and IV

Each set consists of five selections of approximately equal difficulty. The first set is intended for Grades I and II, the second for II to IV, the third for IV to VI, and the fourth for VI to VIII. The amount of material in these tests permits a degree of individual diagnosis not possible with the Gray Standardized Oral Reading Paragraphs.

*Public School Publishing Company, Bloomington, Illinois. \$1.50 per 20.*

## **Haggerty Achievement Examinations in Reading**

Sigma 1

Sigma 3; Forms A and B

Sigma 1, for use in the primary grades, measures silent reading ability as shown in carrying out directions, whereas Sigma 3, for Grade VI and above, deals with vocabulary, sentence reading, and paragraph reading.

*World Book Company, 2126 Prairie Avenue, Chicago. Sigma 1, \$1.00 per 25; Sigma 3, \$1.10 per 25; manual of directions, 25c.*

## **Monroe Standardized Silent Reading Tests, Revised**

Tests I and II; Forms 1, 2, and 3 of each

These tests are a revision of the Monroe Standardized Silent Reading Tests and are one of the two or three most widely used series. Each consists of a number of short paragraphs with a single question or direction to be carried out. Separate comprehension and rate scores are yielded. Test I is for Grades III, IV, and V, and Test II for VI, VII, and VIII.

*Public School Publishing Company, Bloomington, Illinois. 80c per 100.*

## **Pressey First Grade Attainment Scale in Reading**

Forms A and B

This is a simple word and sentence recognition test which has received considerable use.

*Public School Publishing Company, Bloomington, Illinois. 75c per 100.*

## **Pressey Diagnostic Reading Scale**

The three sub-tests of this scale deal with vocabulary, crossing out the extraneous words in sentences, and the comprehension of paragraphs. It is intended for Grades III to VI.

*Public School Publishing Company, Bloomington, Illinois. 80c per 100.*

## **Stanford Reading Examination**

Forms A and B

This includes the reading tests from both the primary and advanced Stanford Achievement Tests and is therefore suitable for use in all elementary grades except the first. The tests included deal with paragraph, sentence, and word meaning, there being an easy and a hard test on each.

*World Book Company, 2126 Prairie Avenue, Chicago. \$1.10 per 25; manual of directions, 30c.*

## **Stone Narrative Reading Test for Junior High School**

This test consists of a single continuous narrative which is to be read after which questions based upon it are to be answered. It is somewhat difficult to give, but is included because of its rather distinctive nature in dealing with continuous narrative. Both comprehension and rate scores may be secured.

*Public School Publishing Company, Bloomington, Illinois. Single copy, 5c; \$4.00 per 100.*

## **Thorndike Test of Word Knowledge**

Forms A, B, C, and D

Each test consists of 100 words selected on the basis of the data in Thorndike's "Word Book" and arranged in order of importance. Norms are available for Grades IV to IX.

*Bureau of Publications, Teachers College, Columbia University, New York City. \$1.50 per 100.*

## **Thorndike-McCall Reading Scale for the Understanding of Sentences**

Forms 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

This is one of the most widely used reading tests. It consists of a series of paragraphs of increasing difficulty about each of which questions are to be answered. It measures power or comprehension, yielding no measure of rate. The scale may be used in the second grade and above.

*Bureau of Publications, Teachers College, Columbia University, New York City. \$2.00 per 100.*

## **SPELLING**

### **Ayres Spelling Scale for Measuring Ability in Spelling**

In this, the most widely used scale in this subject, are 1000 words which a count of a large amount of correspondence indicated were most frequently used. These words were given to many pupils and arranged in 26 columns on the basis of difficulty as indicated by the results obtained. Norms are provided for Grades II to VIII. Strictly



speaking, this is not a measuring instrument, but rather a source from which words for use in spelling tests can be secured. The 1000 words given are frequently taught as a minimum spelling vocabulary.

*Department of Publications, Russell Sage Foundation, 130 East Twenty-Second Street, New York City. Single copy, 10c; \$9.00 per 100.*

## **Buckingham Extension of Ayres Spelling Scale**

This extension includes 505 words in addition to the 1000 in the original Ayres scale, most of the added ones being relatively difficult. The original words were not chosen in the same manner as the original thousand and hence do not belong to a fundamental writing vocabulary in the same sense.

*Public School Publishing Company, Bloomington, Illinois. Single copy, 14c; three or more copies, 12c each.*

## **Courtis Standard Research Tests in Spelling**

Tests for each half grade from IIB to VIIIA; Forms A and B of each

These tests are in the form of timed sentences which are to be dictated. The words upon which the scores depend are taken from Ayres' list. Form A is intended to be given at the beginning of the semester and Form B near the end.

*Courtis Standard Tests, 1807 East Grand Boulevard, Detroit. 30c per 40.*

## **Iowa Spelling Scales**

Test for each grade from II to VIII.

In many ways these are similar to the Ayres Scale. Three times as many words are included, but the basis of selection and arrangement in steps is practically the same.

*Bureau of Educational Research and Service, University of Iowa, Iowa City. Single copy, 10c.*

## **Iowa State Spelling Lists**

These lists consist of fifty words for each grade from III to VIII, selected from the Iowa Spelling Scales. The selection has been made so that the standard of accuracy expected is 73%.

*Bureau of Educational Research and Service, University of Iowa, Iowa City. Single copy, 2c.*

## **Iowa Dictation Exercises and Spelling Tests**

Forms A, B, and C

Each of these tests consists of a series of ten timed dictation exercises including twenty-five words selected from the 73% columns of the Iowa Spelling Scales, and also twenty-five words in a list. The forms are not duplicates, but A is intended for Grades III and IV, B for V and VI, and C for VII and VIII.

*Bureau of Educational Research and Service, University of Iowa, Iowa City. Set of all three tests, 10c.*

## **Monroe Timed Sentence Spelling Tests**

Tests I, II, and III

These are very similar to the Courtis tests. Each contains fifty words taken from the Ayres Spelling Scale and embodied in sentences which are dictated to the class at

approximately the normal rate of writing. Test I is for Grades III and IV, II for V and VI, VII and VIII

*Public School Publishing Company, Bloomington, Illinois. Single copy, 4c.*

### **Morrison-McCall Spelling Scale**

This is based upon the Ayres Scale, Buckingham's extension thereof, and the Thorndike Word Book. In each of eight duplicate lists fifty words are arranged in order from easy to hard. It may be used in all grades from II to VIII.

*World Book Company, 2126 Prairie Avenue, Chicago. Booklet containing all eight lists, 25c.*

### **National Spelling Scales**

For Elementary Schools; Forms A, B, C, and D

For Junior High Schools; Forms A, B, C, and D

Each test consists of slightly over fifty sentences in completion form, the words to be spelled being omitted. The complete sentences are read by the examiner and the proper words written in by the pupils. Words were selected and arranged according to their difficulty as found in the Buckingham Extension of the Ayres Spelling Scale, the Seven S Spelling Scales, the Iowa Spelling Scales, and the Thorndike Word Book.

*National Publishing Society, Mountain Lake Park, Maryland. Single copy, 2c; directions, 10c; record sheet, 2c.*

## **GENERAL SURVEY TESTS**

### **Illinois Examination**

Examinations I and II; Forms 1 and 2 of each

This consists of the Illinois General Intelligence Scale, the Monroe Standardized Silent Reading Tests, Revised, and the Monroe General Survey Scale in Arithmetic, each of which will be found described separately elsewhere. Examination I is for Grades III, IV, and V, and II for VI, VII, and VIII.

*Public School Publishing Company, Bloomington, Illinois. \$4.00 per 100.*

### **Indiana Composite Achievement Test**

Forms A and B

This is a very recent thirty-two page general survey test covering arithmetic, American and Indiana history, civics, geography, language, reading, physiology, and spelling. As the number of pages indicates it is a very long test requiring practically a whole school day to give. The authors expect to prepare a revision soon which will not contain the material local to Indiana. It is intended primarily for use in the eighth grade.

*Bureau of Cooperative Research, Indiana University, Bloomington, Indiana. Single copy, 10c.*

### **Lippincott-Chapman Classroom Products Survey Tests**

This series, which is intended for use in Grades V to VIII, scarcely deserves the name of survey test because only arithmetic and reading are included. The two tests on the former cover the fundamentals and written problems, and those on the latter the reading of short selections and a continuous passage of greater length.

*J. B. Lippincott Company, 2244 Calumet Avenue, Chicago. \$3.50 per 100.*

## Otis Classification Test

Forms A and B

This differs from most general survey tests in that it does not deal with different school subjects as such. Part I includes items from practically all the elementary school subjects and also some of more general character, whereas, Part II is a verbal intelligence test. It is intended for the classification of pupils in Grades IV to IX and is one of the best fairly short tests for this purpose.

*World Book Company, 2126 Prairie Avenue, Chicago. \$1.10 per 25; manual of directions, 25c.*

## Pressey Attainment Scales for Primary Grades

Scale for Second Grade; Forms A and B

Scale for Third Grade; Form A

These scales deal with reading, spelling, and arithmetic. They are rather short and easily given and scored.

*Public School Publishing Company, Bloomington, Illinois. \$1.00 per 100.*

## Stanford Achievement Tests, Primary and Advanced Examinations

Forms A and B of each

The Primary Examination, for Grades II and III, includes six tests which deal with reading, arithmetic, and language and the Advanced Examination, for Grades IV to VIII, nine tests which deal with the same three subjects, and also nature study, science, history, and literature. With the exception of the Indiana Composite Achievement Test, these are the most elaborate general survey tests, and without exception are probably the most reliable. Norms are available for each subject separately as well as for the combined score.

*World Book Company, 2126 Prairie Avenue, Chicago. Primary Examination, \$1.10 per 25; Advanced Examination, \$1.90 per 25; manual of directions, 30c.*

## INTELLIGENCE TESTS

### Cole-Vincent Group Intelligence Test for School Entrance

This test is particularly designed for children who are to be assigned to sections formed on the basis of their ability. It may be used in either the kindergarten or the first grade.

*Bureau of Educational Measurements and Standards, Kansas State Teachers College, Emporia, Kansas. \$1.50 per 25; \$5.40 per 100; scoring key, 35c; set of stencil cards, 35c.*

### Dearborn Group Tests of Intelligence, Revised Edition

Series I, Examinations A and B

Series II, Examinations C and D

Series I, which is intended for Grade III and below, is entirely non-verbal, and Series II, for Grades IV to XII, largely so. Examinations A and B and also C and D are not duplicate forms, but in each case merely two parts of the complete test.

*J. B. Lippincott Company, 2244 Calumet Avenue, Chicago. \$1.00 per 25; manual of directions, 25c; set of scoring stencils, 25c.*

## **Detroit (Engel) First-Grade Intelligence Test**

Form A

This is a non-reading test for children entering the first grade. It consists entirely of pictorial material and employs no school symbols.

*World Book Company, 2126 Prairie Avenue, Chicago. \$1.10 per 25.*

## **Detroit (Baker) Intelligence Tests**

Primary and Alpha

The Primary Test is for Grades II, III, and IV, and the Alpha for V to IX. Each separate item was studied with respect to its ability to differentiate dull, average, and bright pupils.

*Public School Publishing Company, Bloomington, Illinois. \$3.00 per 100.*

## **Detroit (Baker-Kaufmann) Kindergarten Test**

Form A

This is an individual test composed of non-verbal material. Tentative scores are given which may be used as dividing points for assigning pupils to slow, normal, and fast groups.

*World Book Company, 2126 Prairie Avenue, Chicago. \$1.00 per 25.*

## **Haggerty Intelligence Examinations**

Delta 1 and 2

Delta 1 is intended for Grades I to III and consists mostly of non-verbal material. Delta 2, for Grades III to IX, comprises sub-tests which are modifications of material used in the army tests.

*World Book Company, 2126 Prairie Avenue, Chicago. Delta 1, \$1.25 per 25; Delta 2, \$1.10 per 25; key for Delta 1, 10c; manual of directions, 25c.*

## **Herring Revision of Binet-Simon Tests**

Groups A, B, C, D, and E; Form A

This is a scale of tests for individual use which gives results so closely approximating those obtained from the Stanford Revision that it may be considered practically a duplicate form thereof. The five groups mentioned above differ in length. Each includes all of the tests in the previous group and some additional ones. It is recommended that the longest group for which time is available be given.

*World Book Company, 2126 Prairie Avenue, Chicago. Examination manual, \$1.00; individual record cards, \$1.00 per 25.*

## **Illinois General Intelligence Scale**

Forms 1 and 2

The present form of this scale is a slight revision of the original one. It may be used in Grades III to VIII. Most of the sub-tests deal with verbal material.

*Public School Publishing Company, Bloomington, Illinois. \$2.00 per 100.*

## **Kuhlmann Revision and Extension of the Binet-Simon Scale**

This individual intelligence scale is generally considered less satisfactory than either the Herring or the Stanford Revision, but it has the additional feature of contain-



ing tests for children as young as three months. A rather large amount of material is required to give all the tests composing the scale.

*Warwick and York, Baltimore, Maryland. Complete set of necessary material plus 50 record sheets, \$7.00.*

## Multi-Mental Scale for Elementary School

Form 1

The 100 items composing this scale are all contained on a single sheet. A number of decidedly original features entered into its construction and several distinctive advantages are claimed for it. It is suitable for use in Grade III and above.

*Bureau of Publications, Teachers College, Columbia University, New York City. \$1.00 per 100; manual of directions and scoring stencils, 15c.*

## National Intelligence Test

Scales A and B; Forms 1, 2, and 3 of each

These tests, prepared by a committee of five eminent psychologists, were heralded as the nearest approach to perfection in intelligence tests. Though experience has shown that they were overrated they probably have no superior for general use in Grades III to VIII. Scales A and B are equivalent in difficulty but not duplicate in content. Ordinarily only one, usually Scale A, is used at once.

*World Book Company, 2126 Prairie Avenue, Chicago. \$1.25 per 25; manual of directions, 20c.*

## Otis Group Intelligence Scales

Primary and Advanced Examinations; Forms A and B of each

The Primary Examination is intended for Grades I to IV and the Advanced, for V to XII. The former contains altogether non-verbal material, whereas the latter is almost entirely verbal. These are among the most widely used intelligence tests.

*World Book Company, 2126 Prairie Avenue, Chicago. Primary Examination, \$1.10 per 25; Advanced Examination, \$1.25 per 25; manual of directions, 30c.*

## Pintner-Cunningham Primary Mental Test

Form A

This test is entirely pictorial and suited for use in the kindergarten and first two grades. It is probably one of the best tests for this purpose.

*World Book Company, 2126 Prairie Avenue, Chicago. \$1.25 per 25.*

## Pressey Classification and Verifying Tests

Primary Classification Test, Form A

Intermediate Classification and Verifying Tests

Senior Classification and Verifying Tests

These are among the simplest tests to give and score. The Primary Test may be used up to Grade III, the Intermediate in Grades III, IV, V, and VI, and the Senior in VII and above. The verifying tests are essentially duplicate forms of the corresponding classification tests.

*Public School Publishing Company, Bloomington, Illinois. Primary, \$1.50 per 100; Intermediate and Senior, each \$1.25 per 100.*

## Stanford Revision of the Binet-Simon Tests

This is generally considered the best individual scale in the English language. At any rate it is by far the most widely used. The chief difficulty in using it is that it requires a considerable amount of material and that some of the scoring is not entirely objective.

*C. H. Stoelting Company, 3037 Carroll Avenue, Chicago. Material necessary for giving, \$8.55; complete instructions, \$2.95; condensed guide, \$1.30; record booklets, \$2.50 per 25; abbreviated filing record blanks, \$1.30 per 25.*

## PRACTICE TESTS

Under this heading are listed a few tests which are in some cases more or less standardized, but which appear to the writer to have their chief value as practice rather than as ordinary standardized tests. In most cases they are so announced by the publishers, though in one or two cases this is not true. It is possible that a few of the tests listed above should not have been mentioned there, but rather included here. In the cases where there has been considerable doubt in the writer's mind whether a test should be called a standard or a practice test he inclined toward the former classification.

### ARITHMETIC

#### Courtis Standard Practice Tests in Arithmetic

Forms A and B

This series consists of forty-eight graded lessons on cards, including five research tests and eight cards for special study, and covers the arithmetical operations with integers usually taught in Grades IV to VIII.

*World Book Company, 2126 Prairie Avenue, Chicago. Cabinet containing material for 48 pupils, \$8.50; same for 24 pupils, \$6.50; same for 12 pupils, \$2.00; student's record and practice pad, 12c; lesson cards, one of each lesson, 65c; teacher's manual, 25c.*

#### Fowlkes-Goff Practice Tests in Arithmetic

This series of 100 practice tests is intended for use in Grades VII, VIII, and IX.

*Macmillan Company,<sup>1</sup> Prairie Avenue and Twenty-Fifth Street, Chicago. Complete series, 51c.*

#### Johnson Self-Diagnostic Tests and Practice Exercises in Arithmetic

This is a series of fourteen tests, some of which are duplicate forms, covering the fundamental operations with integers usually taught in elementary grades, and accompanying practice material.

*Rand, McNally and Company,<sup>2</sup> 536 South Clark Street, Chicago. Series of fourteen tests, 60c; teacher's test manual, 60c; single copy of practice book, 50c; teacher's practice manual, \$1.25; answers to practice exercises, 30c per pad (150 sheets).*

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<sup>1</sup>The Macmillan Company may also be addressed at 60 Fifth Avenue, New York City, and at Boston; Dallas, Texas; Atlanta, Georgia; and San Francisco.

<sup>2</sup>This company may also be addressed at New York City and San Francisco.

## Schorling-Clark Practice Exercises for Accuracy and Speed in the Fundamentals of Arithmetic

Forty-six exercises test the four fundamental operations with integers, common and decimal fractions. Provision is made for recording improvement on five trials of each test.

*John R. Clark, 425 West One Hundred Twenty-Third Street, New York City.  
Booklet containing all exercises, 20c; \$15.00 per 100.*

## Studebaker Practice Exercises in Arithmetic

Sets B-1, B-2, B-3, and B-4

The first set, for city graded schools, contains 930 cards; the second, for rural schools, 250; the third, for still smaller rural schools, 100; and the fourth, for individual use, 50.

*Scott, Foresman and Company,<sup>1</sup> Chicago. Set B-1, \$18.00; B-2, \$7.50; B-3, \$3.50; B-4, \$2.00.*

## Thompson-Boulware Practice Tests in the Four Fundamentals of Arithmetic, Automatic Correction

There are twenty-eight tests in this series, all dealing with the fundamental operations with integers.

*Rand, McNally and Company, 536 South Clark Street, Chicago. Pad containing all tests, 75c.*

## GEOGRAPHY

### Branom Practice Tests in Geography

The 107 tests in this set cover elementary school geography by means of objective tests with considerable thoroughness.

*The Macmillan Company, Prairie Avenue and Twenty-Fifth Street, Chicago.  
Complete set, 51c.*

### Tyrrell Geography Exercises

There are only seven exercises in this series at present, but the number is to be increased. Those so far issued cover the various sections of the United States and Canada and other countries to the north.

*Palmer Company, 120 Boylson Street, Boston.*

## LANGUAGE

### Chicago Practice Tests for Mastery

This is a series of forty-two tests dealing with different phases of language and grammar. Others are in preparation.

*The English Journal, 506 West Sixty-First Street, Chicago. Single copy, 1c;  
25 or more copies, 80c per 100.*

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<sup>1</sup>Scott, Foresman and Company may also be addressed at Atlanta, Georgia; and New York City.

## READING

### Watkins Silent Reading Tests

Tests 1 to 24

Each pair of these tests, such as 1 and 2, 3 and 4, and so on, appears on a single sheet. They require the carrying out of simple instructions, the matching of objects and words, the recognition of meanings, and so forth. They are probably too easy for use above the first grade, but appear to be valuable for individual seat work in that grade.

*J. B. Lippincott Company, 2244 Calumet Avenue, Chicago. \$2.00 per 25 sets of all tests.*













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## Publications of the Bureau of Educational Research

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The Bureau of Educational Research of the University of Illinois issues two series of publications: I. Bulletins, II. Circulars. The bulletins are used to report the results of original investigations carried on by members of the bureau staff. Accounts of research elsewhere and other communications for the schoolmen of the state are issued as circulars. Some of the circulars are prepared by persons not officially connected with the Bureau of Educational Research.

The present distribution policy of the Bureau of Educational Research is to fill orders for single copies of its publications gratis. No charge is made for placing names upon our regular mailing list to which the publications are sent as they are issued. The prices given on the following pages apply only to orders for more than single copies. This rule is waived in the case of superintendents or principals of public schools in Illinois.

All requests for either bulletins or circulars should be addressed to

WALTER S. MONROE, *Director*,  
Bureau of Educational Research,  
University of Illinois, Urbana, Illinois.

## I. BULLETINS

	PRICE
No. 1. BUCKINGHAM, B. R. Bureau of Educational Research, Announcement, 1918-19.....	.15
No. 2. First Annual Report. (Out of print).....	.25
No. 3. BAMESBERGER, VELDA C. Standard Requirements for Memorizing Literary Material. (Out of print).....	.50
No. 4. HOLLEY, CHARLES E. Mental Tests for School Use. (Out of print).....	.50
No. 5. MONROE, WALTER S. Report of Division of Educational Tests for 1919-20..	.25
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